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ABSTRACT

Communities Alive For Living and Learning (Project CALL), designed at Kishwaukee College to help three local, rural communities develop educational, recreational, and cultural programs, is described in this report. The first sections of the report consider the need for and purposes of the project. The Project Coordinator's report presents an outlook for the three counties, describes the development of Project CALL, discusses the role of the Coordinator, looks at some of the difficulties and successes experienced during the project, assesses the community college's role in community development, and describes some spin-offs of the project. The Coordinator's report describes how a community council determined local needs, identified resources, and planned and implemented appropriate programs; how various service agencies, including schools, libraries, churches, clubs, and other community organizations, assisted with the program; and how the programs were offered to all age levels over a two and one-half year period, and involved over 4,000 participants annually in activities such as drama productions, athletics, and arts and crafts classes. Subsequent sections of the document present a statistical report of programs and activities; define long- and short-range goals; describe the evaluation process; and summarize the evaluations of the community council, the sponsoring agency, the advisory committee, and an outside evaluation team. (DR)

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OUTCOMES, OUTPUT, AND OUTLOOKS

A Report and Evaluation of
Project CALL, a Project in Rural Community Education

Sponsored by Kishwaukee College

In cooperation with
Three Rural Communities:
Chana, Genoa-Kingston, Shabbona-Ro'lo-Lee, Illinois

Compiled by: Lydia A. Gober
and T. Jan Wiseman

A project funded by
The Mott Foundation through
The Institute for Community Education Development
Ball State University and
The Illinois Community College Board

August, 1979

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JC 790 486

PROJECT CALL: EVALUATION OUTLINE AND CONTENT

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Project CALL (Communities Alive for Living and Learning) is the result of the fusion of need and resources when a few dynamic, community-minded persons seeking knowledge in leadership and resource development, requested aid from their local community college. This aid came in the form of a community education seminar offered in that community. Simultaneously, funds became available to community colleges in Illinois for a pilot project in community education development. Funding was applied for and granted, and with support and commitment of interest from three communities, a community-minded community college embarked upon an effort to serve individual and community needs in rural communities using the processes of community education.

Three rural communities were seeking ways to make educational and recreational opportunities as well as human services more available locally rather than always traveling for them. There were county and state agencies designated to serve them, yet few moved into the rural communities and stayed in more populated areas. The rural communities were facing declining populations, loss of business and services in town, and school closings. Other human concerns were personal loneliness and isolation, less involvement in local government, less control over decisions affecting their lives, and the overall threat of lost community, perhaps extinction.

"Community Education" for Project CALL is defined as a method by which individuals and communities meet their own needs through development and maintenance of an on-going delivery system for educational, recreational, and cultural programs and human services for all ages. This system includes citizen involvement and skill building in needs assessment; resource development and use; interagency cooperation; and program planning, implementation, and evaluation. The implementation of this method was the primary purpose of Kishwaukee Community College with the three rural communities of Chana, Genoa-Kingston, and Shabbona-Rollo-Lee.

Two secondary purposes have also been in effect: to test the viability of a community college as the major support base for community education development in rural communities; to have the college serve as a community education cooperating center (part of the national, regional network) to aid in community education development statewide.

PROJECT COORDINATOR'S REPORT AND SUMMARY

OUTLOOK FOR THE THREE COMMUNITIES

"Community education is a positive force in uniting the people in our community. It has provided resources and help previously unknown to us. It has urged all our organizations, of all ages, to work together and share ideas," says Sara Miller, former chair of the Shabbona Community Enrichment Association. It was the major purpose of Project CALL to assist the communities in developing their own local delivery system and to teach some new methods of operating. The communities do have the foundation for a delivery system now, and both individuals and the communities have learned some new ways to function.

After two and one-half years of Project CALL's formal involvement from the college, the following exists:

1. Each community has made a commitment to continue in their community education efforts through a community council and on-going needs assessment.
2. Each community has a means for continued assistance from a local community education coordinator, either full or part-time.
3. Each community has a new comfort level about requesting technical assistance or support services from the college.
4. Each community has local dollars and facilities committed.
5. Each community has experienced success in programming for all ages.
6. Community members at large have a greater awareness now that something different is happening.
7. Each community has linked with local, county and state agencies as resources for programs and services.
8. The Community Education and Services area of the college has agreed to serve as convener for a linking group, representative of the three communities, who will meet bi-monthly to share concerns, resources and ideas.
9. The college has provided for additional staff to continue the work of community services and will continue to have liaison with the three communities.

These conclusions are not indicating that full development has been achieved. Some of the areas for continued work include the ever-constant task of recruitment and training of individuals committed to long-range planning and development. There are many agencies to involve and certainly more community participation to enlist. In Chana, for example, all the ingredients are present for a viable community education program, except adequate community participation. With the increasing energy shortage, the council is hopeful they can provide programs to alleviate the need to travel.

Leadership development is an area of continuing need. So many people feel they have little leadership ability when, in fact, they have great potential. All three communities have begun with the more tangible recreational programs. One of the communities has moved into a more social issue/human problems orientation, and this broader goal is a direction in which each community intends to move.

Overall, the outlook for the college and the communities to continue in a working relationship for resource and community development is optimistic. The people have developed a new sense of their capabilities for individual and community growth and how to activate that. The college has learned some new approaches to community service and that it can be a stimulus for community development. The lives of people at the college and the communities they serve have been positively affected by Project CALL.

Processes of Development

Project CALL was initiated to help rural communities develop their own delivery systems to meet needs locally. It was created so that each community was allowed to develop according to its own needs and capabilities. The programs and plans evolved from what occurred within each community. This flexibility was imperative to assisting each community to grow and change. Each year's project goals and community goals often were adjusted. Helping people learn their capacities and power was vital to the Project.

Change has not come easily or quickly. Every community fluctuates in needs, degree of involvement and apathy, interests, politics, and social patterns. Most communities seem to operate better in crisis such as school closings, law and order or farm issues as seen in the rural areas. The rural communities involved in Project CALL have experienced the same resistence to change as urban communities across the country and with perhaps a greater degree of slowness.

It is appropriate to look at the processes of development for this rural community education project. Early in community awareness it became apparent that people and the coordinator needed a way to help them envision the total project effort. It seemed to follow that some type of process outline would be helpful in goal setting and planning for development. The Project has developed very closely to these steps, and it should be noted that these processes do inter-relate and all go on simultaneously after awareness.

1. Orientation - community awareness of the Project and getting community support; coordinator gets to know the communities and hears needs and interests; a basic working group of volunteers begins to form.
2. Needs Assessment - A period of informal needs assessment; location of resources (people, places, funding) begins; the development and skill building of the volunteer group begins and a council starts to emerge.
3. Initiation of Programs - developing guidelines for operation, planning and implementing local programs, evaluating programs, formal needs assessment.
4. Maintenance - establishing patterns and plans for continuance, coordinator aids transition from dependence to independence of council with organizational structure completed, resource location and use is on-going as is needs assessment, programming and evaluation, communities recruit full or part-time community education coordinators locally, community takes over project and continues in liaison with the community college as a major resource.

Role of the Coordinator

Facilitating and enabling were the processes which best describe the work of the coordinator. Most important of all was the development of open, honest communication between the coordinator and the community on every level. Trust in the coordinator, even as an outsider, was vital to the effectiveness of the early and later work. It was also vital to the trust in the processes of community education.

Much like the role of a parent, the coordinator's task required allowing the child to learn by doing, to struggle, to fail, and to learn from mistakes; also, like a parent, to experience all of these herself. There had to be patience to teach rather than to save time and energy by doing the work personally. Also of utmost importance was recognition of the workers. Overall, the major effort was geared to bringing each community to the point of self-sufficiency with ability to locate and use all available resources.

There are many facets of a project such as this one, and deciding on which ones to attack is not easy. Those facets include grass roots awareness and involvement, training, agency involvement, college faculty and staff awareness and participation, conflict management, long-range planning while getting immediate results and organizational development of groups while meeting immediate needs. To work steadily and intensely, though not always calmly, hoping that each community will be able to make it with direction from the coordinator and put all their learnings to use, is a major responsibility. To see positive results in the blossoming of individuals, groups, and communities turns the responsibility to reward.

Difficulties and Successes

In summary, these are the overall difficulties and successes of the Project as viewed by the coordinator.

Difficulties:

1. awareness, finding ways for people to visualize the end product and take the leap to commit
2. getting a group of local people to commit to long-term volunteer work
3. getting people to accept organized skill building (more was achieved on a one to one basis)
4. moving away from the acceptability of the status quo
5. individual group and agency turf problems
6. many people operate on a "prove it can work and maybe I'll join in" attitude
7. people must be convinced they have abilities, talents of use to community; most view leadership as highly specialized ability of a few in the community
8. long-range planning is only done by a few people, very difficult to get people as a group to do long-range planning while struggling on immediate program needs
9. most people are satisfied to compensate for lacks in their communities, basic rural needs and concerns are still there but the people have adjusted their lifestyles accordingly - e.g. Chana families have learned to travel for all services even though a school building is available as a community center and in spite of energy shortages. This makes it difficult to have anything happen at Chana School.
10. commitment to change is a frightening decision because it requires lots of time and energy, confrontation with status quo seekers, agitation of the complacent and generally being willing to take the consequences of "rocking the boat."
11. agencies saw their role as one of moral support (except for Genoa-Kingston) -- not as active in project development (This is also a positive; now communities can take over to do this)

Successes:

A. Awareness
   1. of individual and community potential for future enrichment and growth (they can have power)
   2. of new ways to operate, cooperate, make changes
   3. of resources and how to use them
   4. of Kishwaukee College's potential as a major resource (people now come more freely to request help and classes)

B. Organization

1. how to develop and operate a new group
2. skills in needs assessment--skills in group management, communication, conducting meetings, committee operation, recruiting volunteers
3. how to be an employer/develop job descriptions, hiring and termination
4. evaluation and supervision--goal setting and planning

C. Programming

1. how to assess needs and use information to develop programs
2. how to plan a program from beginning to end--supervision/instruction publicity, procedures of registering, location (facilities)
3. evaluation--using local resources
4. People/relationships/living in community
   - one to one skill building in leadership areas
   - realization and development of individual potential, others involved in programs, people who were touched by some program or involvement often developed further through participation in the council or leadership of some type
   - improving community relationships
   - improving group cooperation and agency relationships, getting agencies involved

Probably, one of the most important reaffirmations was that personal contact remains the key to involving people, whether in volunteering or participation. Especially, in these rural areas, this personal contact was more important than newspapers or radios or any other public medium.

Community education is a beginning, not an ending. Project CALL is not at the end, rather at the beginning after two and one-half years of learning and working. Three rural community areas have begun to realize their potential for meeting needs locally and have developed a foundation for future growth. A new assurance of this has been found in the community relationship with Kishwaukee Community College which has served and will serve as a major resource and support system.

THE COMMUNITY COLLEGE AS A RESOURCE FOR COMMUNITY EDUCATION DEVELOPMENT

A statement from the book, College Leadership for Community Renewal, (1976 Gollatschek, et.al) refers to a "college for community renewal" which:

> ...uses the total community as a learning laboratory and resource, serves as a catalyst to create in the community a desire for renewal, provides a vehicle through which the community educates itself, and evaluates its success by citizen successes that are recognized as significant by the community itself.

Project CALL was initiated to test the viability of the community college as a vehicle for serving rural communities as a support system and major resource for community education/community development. Kishwaukee has functioned in this role with success in the two and one-half years of this project.

The community college is in a unique position to work with all segments of its service area, including citizenry, service agencies, schools, four-year education institutions, business and industry. The college role is also in the process of change from strictly academic concerns to a full range of individual and community concerns, which can include community development.

In addition to the academic and vocational responsibilities, the community college can serve as a resource in other ways for community service:

1. as a catalyst for community change through education of individuals and communities as to their potential, their alternatives for organization and problem solving, and their capabilities for leadership and growth.
2. through direct services in classes, seminars, and workshops geared to the public and the professions.
3. by consultation and technical assistance such as from a community development specialist, a drama instructor available to work with a community theater group, or a social scientist advising a needs assessment process.
4. as a resource center for community groups, educational and governmental agencies seeking ways to maximize use of human and physical resources.
5. as a centrally located training site for any community agency or group.
6. as provider of support services such as facilities, equipment, and printing.

Kishwaukee College has had success on various levels providing these services to communities through Project CALL.

This is a time when people in this country are, more than ever, investigating the use of their tax dollar by agencies and institutions who give fewer services and demand more money. People are beginning to demand more return on

tax dollars invested, return to help meet local needs. Community development is one area of apparent need in small and rural communities. The community education processes pursued in Project CALL are ways to assist in development.

In the smaller population areas of Kishwuakee District, people are caught between what appears to be a dying community and the predictions that urban sprawl will arrive in twenty years. People have difficulty believing they have any power, and they have concerns about what their resources actually are and how to use them. Sometimes the problem is resource overload rather than lack of information. There are so many agencies, that isolating the appropriate one or getting through the red tape to the correct one is exasperating.

Amazingly, sometimes government and human service agencies as well as individuals do not know what to do when they have exhausted evident community resources. People have difficulty with conflict and confrontation and knowing alternatives for organizing and problem solving.

In light of these circumstances, it seems that a major need for the communities is a local service which helps people learn how to help themselves. The community college seems to be one possibility. The college is already mandated to provide services for tax dollars. As in Kishwaukee's situation, there is already a fine rapport and reputation with its communities. It is easily accessible and has facilities for community use. Also, if the college has a vision of its broader mission potential, it has the capacity for responding to requests quickly and to be available for "trouble shooting" and "legwork" that local people often lack person power and hours to do.

Because of the scope of the community college network within a state such as Illinois and across the nation, this institution has the opportunity through this expanded role to impact a large portion of the adult population and, in the process, develop educational trends more likely to meet individual and community needs. Thus, the college's successes are truly measured "by citizen successes that are recognized as significant by the community itself."

What are the benefits to a community college in expanding their role in these ways?

1. Increased services to the communities in the district.
2. continued growth in awareness and use of the college by the public, not only in academic and career programs, but also in increased willingness to request services and programs they desire.
3. continued growth of public support of the fiscal plans of the college due to a feeling of good return for taxes.

4. increased involvement of faculty from academic areas of declining enrollment which could ease tensions among faculty and staff.
5. increased interagency cooperation which could lead to decrease in duplication of services and improved attitudes.
6. increased awareness and use of community and agency resources by the college.
7. additional needs assessment for the college.
8. broadened scope and mission to meet changing trends in student population and need.

Each of these benefits have come to Kishwaukee on some level and in a variety of ways through Project CALL. Specific examples are interwoven through the report.

There is room, however, for continued work within the college. It has been difficult for the coordinator to both work with grassroots community organization and to work within the college on awareness, plus integration of the college faculty and staff into the Project. It is felt, though, that the Project has been a beginning for community education broadening, and the results can be seen in the increase in staff for the Community Education and Services (CES) area. There is for 1979-80 one full time staff addition, and two faculty members have been assigned one-fifth time to the area.

Project "Spin-offs"

As with many community development efforts, events and relationships have occurred as a side benefit or "spinoff" from the major goal. This has been true for Project CALL.

For Kishwaukee, several things have resulted. There have been enriched relations with schools and other services agencies. Especially, the relationships with the three communities have been strengthened. Another example is that the CES area has developed a greater relationship with the county Cooperative Extension Service. This has resulted in greater sharing of personnel resources, such as Extension persons teaching classes for the college, and of facilities such as CES staff using Extension rooms for staff development meetings. In addition, the Project CALL councils have become a vehicle for publicity and community education about extension programs, and extension persons have provided programs for the councils.

As an offshoot of this project, a major university's community services department, the Cooperative Extension Service, and Kishwaukee joined in a cooperative proposal for development of a Community Development Resources Center.

The college assisted a school district in planning and developing resources for a summer arts program. Further, the college will serve as a convener in 1979-80 for a five-agency group in an effort to use community education processes to meet a community need.

The college, through work with the three communities, has become increasingly involved in using the resources of the Agencies on Aging, and the Comprehensive Employment Training Act Agency, and become more aware of others to be tapped.

The Project has facilitated the involvement of other community colleges in Illinois in community education. A workshop on community education and Project CALL was hosted in November, 1978. Subsequently, the Illinois Office of Education's Facilitator for Community Education and a representative of the Illinois Community College Board developed a proposal described earlier which enlists the college as a convener for community education among several agencies. As a result of the proposal, some nine or ten more community colleges will be involved from all across Illinois.

Through the coordinator's involvement in the Illinois Community Education Association, approximately ten other colleges have become involved on this level. One community college in attendance at the November workshop has since written a federal community education proposal which was funded for 1979-80. Several of the colleges have agreed to host community education training workshops on their campuses. Kishwaukee will further assist in the community education effort by hosting one of the three community education workshops in the fall of 1979 sponsored by American Association of Community and Junior Colleges.

These involvements are evidence of the increased potential of the community college to be facilitators of community education development.

PROJECT C.A.L.L. 1977-1979
A REPORT OF PROGRAMS AND ACTIVITIES

Any attempt to provide statistical information about any type of entity must by the nature of the material handled, it seems, ultimately turn into a somewhat cold listing of figures.

If the above is true, it is even more regretable when the entity to be statistically examined is one that by its very nature is live and vibrant since it concerns itself almost solely with people. Such is the nature of Project C.A.L.L. (Communities Alive for Living and Learning)

Since its conception in the award of a grant to Kishwaukee College in December, 1976, by the Institute for Communtiy Education Development, CALL has concerned itself with the involvement of people in its three target communities; Chana, Genoa and Kingston, and Shabbona-Lee-Rollo, in an attempt to provide activities which would meet community needs. Those individuals who had either earlier felt some of the community needs, such as was the case in Shabbona, or those who were later "recruited" in the Genoa-Kingston and Chana communities have played a major role in ascertaining what was "needed" in each community. From this point it was then a matter of attempting to find the finances, personnel and sites deemed necessary to provide ways to meet the felt needs.

It is important to note that the three project community areas were at different levels of development, with one having been in a community education effort for two years prior to the project and the other two having no community education programs.

The report of activities will be better understood with some concept of each community area. These communities are in north central Illinois with a range of 60-90 miles west of the Chicago metropolitan are. The major industry is farming or farm-related services.

1. Chana: This area of about 1,500 persons is in the western part of the college district and it includes the attendance area for the Chana Elementary School of the Oregon School District.

   The village of Chana has approximately 150 residents, and the remaining population is in the rural setting. The school has long been a "community center" because it is the only major institution other than two small churches, only one of which is in the village.

   The village is not incorporated and it is governed by the Pine Rock Township Board. The sense of community is highly developed here, and the prospect of the school closing June 1979, developed a keen interest in Project CALL. The major need expressed is that of keeping the school as a community center for the future.

   Since Fall, 1975, Kishwaukee College has held classes each semester in the Chana School. There was no other community education program.

Community organizations participating in the project included Community Unit School District No. 220, and the Chana Elementary School, Oregon Park District, Chana Mothers Club, Chana United Methodist Church, the Township Board, and Emmanuael Lutheran Church.

2. Shabbona, Rollo, Lee: This central southern part of the district has a population of about 2,400 persons including the villages of Shabbona, Rollo, and Lee. Because of the three-year old Community Enrichment Association, this area is the most advanced in programs.

   The project idea actually began here with the vision of the enrichment group who wanted more resources and assistance in development. When the project was developed, this group definitely wanted to be included.

   The school district agreed to participate in the project and its sharing of resources has increased. Other community groups participating were the library board, village board, Lions Club, and United Church of Christ.

   This rural acreage is among the richest in the country for grain production. The newest addition to the community was a 4,000-acre state park which opened in April, 1978.

3. Genoa-Kingston: About 4,500 persons are included in this area in the north-east portion of the district which has a population almost evenly split between the City of Genoa and the rural surrounding area including the village of Kingston. Every Monday night, the high school has been the site of Kishwaukee College classes.

   The school board has traditionally been community-oriented and very supportive of community-based education. With this program, it was hoped that other community organizations would get involved. There is an abundance of clubs and organizations who seem to have their own individual projects.

   The area is governed by a city council in Genoa and a village board in Kingston within two township boards.

   At the start of the project, the outward "sense of community" was not readily apparent, but it is present. No major community education program was in progress, but interest was expressed. This area was selected basically because of the school-community relationship, and the board of education enthusiastically accepted the invitation to participate.

No attempt has been made to list the names of all those individuals who served on community councils or like bodies with similar functions. However, people were found who felt strongly enough about their communities to function as unpaid volunteers working for community improvement by providing programs, activities and types of formal and informal educational opportunities. In Genoa-Kingston some nineteen persons have participated in the community council. The Shabbona-Lee-Rollo community has been served by twenty-eight people on the Board of Directors for the Community Enrichment Association (CEA). (As was alluded to earlier, the Community Enrichment Association pre-dated the organization of CALL and for this reason references to CEA and its accomplishments in relation to CALL must be evaluated with this in mind.)

Knowing that well-meaning people with the best of intentions still may have difficulties in matching means with ends, Project CALL tried to provide members of all three community councils with relevant types of training, in-service workshops and seminars which would give the members some insights as to how projects might be organized and implemented. While these types of workshops are important and were well-received by those who attended, CALL also provided other experiences for community council members which were felt to be even more important in that these meetings dealt with how "people deal with people" and the mechanics of personal interactions. These workshops were something a little "different" as far as those participating were concerned, but they did provide some much needed background for the "laymen" who found themselves working in areas which probably required varying degrees of professional expertise which many council members did not have. Project CALL provided a total of six workshops covering the two areas described above.

If by some great good fortune community education would have the power to say a magic word and obtain all the financial backing necessary to do all the things that need to be done, this overview would be a great deal longer than it is. However, since community education is dependent upon fiscal resources of various kinds, it may be worthwhile to look at the amounts and types of local monetary support which have been received in the three communities.

In the Genoa-Kingston area during the life of Project CALL some $2,450 has been received to support the various projects and programs. Revenue sharing received from the two townships, the City of Genoa and the local park district has made up the major share of the funds received.

The picture in the Chana area is relatively the same with some $2,600 being received from revenue sharing from the township government and the park district.

In Shabbona-Lee-Rollo, the area served by the Community Enrichment Association, some $5,520 can be listed as income. This does not include amounts paid as tuition, enrollment fees, etc. Some revenue sharing funds have been received from the townships and the villages of Shabbona and Lee. Other sizeable amounts of money have come from the Community Chest and CEA fund raising efforts. Other resources obtained, personnel hired through CETA, etc. are not included in this part of the resume.

A major tenet of community education states that community education is not the sole responsibility of any single community organization. Community education is a shared responsibility among every organization and individual member of the community.

In an attempt to subscribe to the tenet, Project CALL has tried to involve as many local organizations and agencies as possible in the providing of programs, classes and projects to meet community needs.

These inter-agency efforts channeled into the Community Enrichment Association program involved these organizations and governmental agencies: the Comprehensive Employment Training Act which provided personnel for

two summer youth programs and three special arts projects; the area Agency on Aging; the DeKalb County Senior Citizens' organization and its local chapters; the F.O.O.D. (Feed Our Older DeKalb Citizens) as administered by the DeKalb School District #428; the University of Illinois Cooperative Extension Service; the Voluntary Action Center, an organization providing transportation for senior citizens; the Shabbona Lions Club; the Shabbona Village Library; the Rollo Park Board; School District Community Unit #425; the Pokanokas, a women's civic organization; the Chief Ranger and facilities of the Shabbona State Park; the local Community Chest; the Shabbona Village Board; the Lee Village Board; and trustees representing Milan, Paw Paw, Shabbona and Willow Creek Townships. Obviously not all of these groups contributed equally in what was provided, but the fact that the cooperation was widespread does indicate that the message of community education was sent to many different people in many different settings.

While the Chana area is not able to boast of great numbers of organizations involved, the list is impressive when one takes into account that out of seven organizations available for involvement, six participated in some way. Two churches, the park district, the township board, the school district and the Chana Mothers' Club have all been active in working with Project CALL during the past two years.

In Genoa-Kingston, cooperating organizations listed include: the University of Illinois Cooperative Extension Service, representatives of the Comprehensive Employment Training Act, the DeKalb County Senior Citizens, fifteen county and area agencies with health related functions which participated in a "Health Fair", the park district, the Genoa-Kingston School District, the Genoa Jaycees, one church and the Welcome Wagon Club.

Kishwaukee College, of course, has supplied resources of all types to all three communities, while in turn, all three communities have cooperated with Kishwaukee in the scheduling of classes, workshops, etc., in their respective areas. The college has provided faculty in an advisory capacity, facilities and support services such as printing and equipment.

Although it is extremely difficult to determine exactly, best estimates are that numbers of local people serving as planners, committee members, supervisors, workers on fund raising, needs assessment interviewer takers, teachers and instructors number 125 in Chana; 85 in Genoa-Kingston; and in the Shabbona-Lee-Rollo (CEA) area, 215.

As might be expected, none of the local projects are fortunate enough to have a facility or building of its very own although the Chana area comes very close to having one since a part of the local school building has been assigned for community use. Because of a general lack of "permanent" facilities, however, generally housing for the various activities must be obtained in buildings or on lands owned by other persons and organizations.

The Genoa-Kingston program has utilized four school buildings, one church, the Genoa City Council Chambers, the Automatic Electric Plant Cafeteria, two parks and a building provided by the park district.

In Chana, the local school, a church and the township hall have provided housing for activities.

The Community Enrichment Association has conducted programs and classes in one church, three school buildings, the village library, the Shabbona State Park, the Shabbona Golf Course, the Shabbona Lions Club "Depot" and also privately owned land was used to stage the Autumn Fund Raiser.

If one might take some license with an old saying, perhaps the following statement may apply: "The proof of the community education pudding is in the program". The programs presented in the three CALL areas are by necessity different in quantity and in the type of activities presented. While it will be noted that several items in each of the three programs are similar, the community thrust in each area has been different.

Without a great deal of explanation as to what was done and how it was accomplished, a simple listing of activities and participation figures has been presented for each of the three communities.

PROGRAM - COMMUNITY ENRICHMENT ASSOCIATION - SHABBONA, LEE, ROLLO

1977 Calendar Year

ACTIVITY	PROGRAM PARTICIPANTS	
Drama Production	20	190 people attended the play
Square Dance Lessons	30	
First Aid for Choking	200	
NIU Creative Dramatics	172	
Bicycle Safety	175	
Adult Volleyball-Spring Session	70	
Summer Playground Program		
At Shabbona	35	
At Lee	17	
Adult Volleyball-Summer Session	80	
Swimming at Hopkins Park	55	
Senior Citizen Social	45	
Golf Lessons	34	
Tennis Lessons	38	
Red Cross Swimming Lessons	107	
Plant Party	40	
State Park Tour	200	
Bird Watching - Summer Session	25	
Artex Painting	12	
Talent Show	8	
Square Dance	60	
Clown Workshop		
At Shabbona	52	
At Lee	35	
At Forest Preserve	50	
Circus	50	
Bird Watching - Fall Session	8	
Yoga Class	21	
Drama Group	15	
Leadership Training Workshop	10	

PROGRAM - CEA Cont.

ACTIVITY	PROGRAM PARTICIPANTS
NIU Children's Theater	380
Red Cross Parents	18
Talent Show	100
Square Dance	250
Circus	100

During 1977 some 2,752 people participated in CEA Activities

1978 Calendar Year

ACTIVITY	PROGRAM PARTICIPANTS	
Swimming Lessons	75	
Astronomy	32	
Baton Twirling	15	
Summer Playground Program	42	
Blood Drive	35	
Volleyball	120	
Bird Watch	30	
Women's Softball	48	
F.O.O.D. Program (Senior Citizens)	30	Daily Average
Drawing & Painting	25	
Pottery	1	
Kite Making	42	

Other classes and activities offered for which figures are not available include: photography, senior citizens transportation service, water color painting, raku, tennis lessons, teenage journalism, dramatics, artist of the month (2 displays), and golf lessons.

Other more specialized activities included: a Visual Arts Project funded by CETA which provided one person for a full year and a second individual who was employed for six months. These individuals taught various classes and participated in the restoration of the Shabbona Depot.

The Fall Festival, CEA's major money raising event, involved some 175 people in the planning stages and about the same number in the actual carrying out of the venture. Many community organizations were involved in the Festival and a variety of activities were presented to those who attended.

1979 Calendar Year (to date)

Several major projects have been "in the works" for 1979. An expanded summer program and Fall Festival II are on the drawing board. A "needs assessment" has been completed for the entire CEA service area and the results have been tabulated. CEA also participated in "Community Day" manning a lunch-refreshment booth as a part of the event. A "Blood Donor Day" was also held in connection with the Aurora Blook Bank.

PROGRAM - CHANA

ACTIVITY	PROGRAM PARTICIPANTS
Clown Workshop	30 Senior Citizens
	60 Children
	8 School Staff
Tatting Class	8
Open Gym Program	15 average weekly participants
	20 volunteer supervisors
Volleyball for Adults (77-78)	12 average weekly participants
(78-79)	14 average weekly participants
Benefit for Merrill Family	20
Day Camp - 1978	25 Children 8 Supervisors
Kishwaukee College Classes	2-4 classes each semester (10-20/class)
Jewelry Class	6
History Group (2 sessions)	10
Mom-preschooler Play Days (weekly for six months)	20
Room Decoration	8
Four Youth Activities (78-79)	12 average attend
Bible Study Course 1978	12 students 2 leaders
August Festival-Homecoming	25 workers 200 in attendance

In addition, a news letter has been printed and distributed, and the CALL group has cooperated with the park district in providing various types of programming. A "special flyer" regarding local school elections, park district elections and the Kishwaukee College Board Election was also prepared and distributed. A community "needs assessment" has also been initiated but has not been completed at this time.

PROGRAM - GENOA-KINGSTON

1977

ACTIVITY		
Four Week Summer Park Program		
In Genoa	35 children	25 supervisors
In Kingston	12 children	
Square Dance Lessons 1st Session	24	(16 weeks, average 16 persons)
Square Dance Lessons 2nd Session	8	
Faucets & Fix-its Class (Woman)	15	6 different instructors
Craft Exchange Group 4 Sessions	10	4 instructors

1978

Evening with the Tax Assessor	20	+ 2 resource people
Furniture Slip Covers	4	+ 1 instructor
The Metric System	7	+ 1 instructor
Quilting Class 6 sessions	7	+ 1 instructor
Furniture Caning	8	+ 1 instructor
Fund Raising Workshop	15	
Four Week Summer Park Program		
In Genoa	44 children	9 supervisors
In Kingston	10 children	
Co-sponsored Junior High Biking and volleyball with Jaycees		
Tennis Lessons	6	
Sponsored Health-Safety Fair	15	area agencies had exhibits and staff present to talk to visitors
Holiday Planning Workshop	10	

1979

Completed Community Survey	25	volunteers did survey work
	180	households contacted
Workshops on "Being an Effective Group Member" 2 sessions	8	people
Furniture Repair Class		
Parent Education Kits Distributed	150	
Employed full-time Project Coordinator		

A last item worthy of examination is the role played by the CALL Project Director, Lydia Gober, in areas connected with the three local service areas and in other types of service which were really not a part of the three local projects.

In addition to meeting with virtually all organized community groups and clubs in the three communities, the formation of three local community councils and the training of their members has consumed great blocks of time in the director's work week. Obviously, many of these meetings involved night work since most community organizations meet in the evening.

The providing of consultative services, serving as a resource person and providing liaison between Project CALL and other organizations and agencies also has required a great deal of time. Some of the services offered apart from those provided to local groups were:

1. Consultant to the Illinois Office of Education, Community Education Division
2. Resource person for Region II Area Agency of Aging Workshop
3. Resource person for Mt. Morris Teachers Institute
4. Active participant in Illinois Community Education Association
5. Hosted a drive-in Community Education Workshop for the Illinois Office of Education
6. Provided information to the Rhode Island Community Education Center
7. Made presentations on Community Education and Community Colleges on six different occasions
8. Provided needs assessment information to staff persons at Joliet Community College
9. Held many conferences with individual graduate students working in the areas of adult and continuing education

As a part of the project, one area of responsibility which fell to the director was the dissemination of information as to what was done and how it was done. In this regard:

1. A one and one-half day conference was held for Illinois Community Colleges with twenty individuals in attendance
2. Published two comprehensive project reports which were distributed to Community Education Centers across the country and to Illinois Community Colleges
3. Made presentations about the project at four state meetings
4. Five major articles were published which in varying degrees detailed the working of Project CALL. Numerous newspaper articles were also published.

The attendance at many conferences, meetings, workshops and seminars also was another major facet of the project which required the active participation of the director.

The writing of numerous grant applications and cooperating with other agencies in grant application procedures are examples of other types of responsibilities which required much time and effort from the director.

While it is probably still much too early to attempt to assess the impact of Project CALL in the three communities in which it has operated, the listing of programs and the changing of attitudes which can

even now be identified certainly leads one to the conclusion that something has happened.

The attempt to implement a community education program in a rural area is not a completely new idea, but the challenge of attempting this in a group of communities who traditionally have subscribed to the idea that education belongs to and in the schools has made a very interesting situation in which to operate. It would seem that from even a very cursory look at the three communities this attitude if not completely changed has at the least been opened for an objective discussion.

Submitted by Horace Thomas, Project Advisory Committee Member and DeKalb County Regional Superintendent of Schools

ADVISORY COMMITTEE EVALUATION

On July 5, 1979, the Project CALL Advisory Committee met to conduct a final evaluation of the Project. In order to capture some of the nuances of the Project effects and personal sensitivity, the edited dialogue from this meeting is presented here.

There were eight persons present: each community was represented, Project Coordinator, ICED Consultant, Kishwaukee staff.

Project Coordinator - Lydia Gober
ICED Consultant - Lou Pietrowski
Kishwaukee Staff - T. Jan Wiseman, Judy Krajewski
Community Representatives - Mardelle Bourdon, Horace Thomas, Lois Stroud
Beth Gelander.

Lydia: Unless there is an objection, we will spend most of the time on the evaluation. As far as reviewing and wrapping up the evaluation, one of the things that I wanted to do with you is to review what the plan was. If you recall, the committee talked about what should be in the evaluation and who should be involved. As far as I know, everybody that you thought should be involved, has been. The addition to the plan was Lou's suggestion and everybody's agreement that we would have an outside team come and spend time in each of the three communities interviewing those selected people that the councils chose.

The three members of the evaluation team came on June 13 and each of them spent a day in each of the three communities. They had a very interesting day and a fun day. They all enjoyed themselves very much and felt they learned a lot about the communities and the Project.

I have some things that I will share with you and Lou would like to take a little time for reviewing the Project goals.

Lou: For our discussion today I think the four major long-range goals are:

1. To instill a sense of community and a sense of local control of educational needs,
2. To develop a concept of life-long learning.
3. To create a feeling of togetherness across the generations and among all members of the community.
4. To create a demand for quality education formal, informal or nonformal which focuses on the individual's educational development rather than on subject matter.

The short-range goals:

1. To create functioning community councils to assess community needs and desires in community education for all ages.
2. To locate and develop community and agency resources, attitudes and financing capabilities to serve the area needs.

3. To engage strong community support in terms of facility sharing.
4. To develop and promote a learning/work/volunteer exchange within the communities.
5. To train volunteers to aid in the development of community education.
6. To develop permanent resource and activity centers in each local area.

Please note a few additional comments from the original proposal. The director will need to operate with autonomy and work with all co-sponsoring agencies on an equal basis. All cooperating agencies will offer their physical facilities to the community education project free of charge except in the event of unusual expenses. The project will be evaluated in regard to it's goals and it's activities.

In reviewing the letter sent to Dr. Fly by ICED at that time, we added three additional expectations.

1. The project will provide state-wide services for community education development among community colleges.
2. The project will disseminate materials to the system about the project.
3. The director shall regularly attend scheduled training seminars held at Ball State University.

So basically this is what the program set out to do. Please keep in mind that we have, since this time, written two other proposals with new objectives and have been part of the changes in the implementation stages. There are always going to be some changes and alterations. Maybe we can talk a little bit about whether we accomplished what we set out to accomplish about 30 months ago.

Lydia: If you are all in agreement, I did have a section there on comments from the communities and I think it would be appropriate to begin the discussion at this point.

Lois: All I can say for Genoa is that I think we are coming close to our short-range goals and with the time that I have worked with the coordinator we have gotten along beautifully.

Mardelle: I can't see one of the goals we have not made quite a bit of progress with. In my own evaluation, I wrote that the biggest thing I could see as the difference in Shabbona now and four or five years ago is that people are glad to live there, and they weren't then. There was despair among the young people because there wasn't anything to do. Old people were lonely and suspicious and isolated. The people who were in the responsible age in life were materialistic, aggressive, and not very concerned about anybody else. This is truly not so in that village today. For instance, we just had our site council meeting for our food project which is a project of Community Enrichment. The housing project which was started May 1, hit a snag because the architect had drawn up plans that were so expensive FHA would not give them the money. Currently they are in danger of not getting the project. The building which is the food site will not meet the health standards as of June 30, 1980.

At the food site council meeting last week, the seniors themselves decided to circulate petitions throughout all the area churches and to appear in mass at the village board meeting in Shabbona this month to ask that the village board do whatever is necessary to keep those projects going. This is a tremendous change. When we first started we couldn't even get these people to go to a "speak out" with me. I begged them to go; I even volunteered to go and get them and couldn'g get them to go. I can't look at them and think that we have failed. We have not failed. We have done a good job, I believe. My fear is that it is a transient thing, and I am living with the fear that this gain will be temporary.

Lydia: I think that says something about individual control over their own lives, being willing to speak out, being willing to ask questions, I recall that when I visited the first few times, I had the feeling that people didn't feel they had the right to ask questions or to question people in authority.

Lou: One of the things I want to share with you all now is rather significant. Almost every place I travel in the service region, Indiana, Ohio, Illinois and Kentucky, throughout the last eight years and also in some other states, it seems that a five-year period is the required time for getting people to move on some of their own issues. It takes that long a period of organization to get people to do something in their community, to achieve this level of operation.

Jan: We are talking exactly two and one-half years for our Project.

Mardelle: I would like to hear you speak of this in comparison with the urban situation. Does the urban area take as long?

Lou: From the reflections on the work we did in Cincinnati when I was working there, I would say that three-five years was the minimum time.

Beth: You said that it takes a community five years to get a community moving, it's going to take Chana ten years. Chana is a very stagnant community. If we are still alive in ten years they will say, "By golly! They made it. Let's see what we can do to help them." I think we had some programs that people wanted. We've gotten alot of people together for one specific event. We can get everyone rallied and going. Sustained? No. Now that the school is totally shut down with no kindergarten there next year, and with the gas shortage, we may have a prayer of getting people to use that as a community center. We do have the resources; we have the township board behind us. The school board is giving us the building. We have everything but the people. We are going at it backwards.

Mardelle: Who starts at the right direction? We certainly didn't.

Lou: I'm still not sure what the right direction is.

Beth: I'm hoping that Chana will rise up and say "This is our building, we are going to use it.

Lydia: I think there are some people who have some individual control. Again, I see a lot that has happened in all three communities, because of the people getting involved who haven't been involved before; learning a little bit more of what their potential is, they are beginning to say what they think. There are several other individuals in each community whom I've definitely observed that have taken more control over their own personal lives as well as things in the community that they want to see changed.

Horace: Well, I have a little bit different viewpoint on the situation. I agree 150% with all that Mardelle says, speaking of individuals. But, I still feel that most of these people operate, for better or for worse, under Mardelle's umbrella, and I share some of her concerns about the transient nature of the changes that have occurred. I know other individuals who have come into our community, gotten things underway, and left our community. While our community never goes back as far as it did before, it still tapers off until someone else comes along with the ability to move it. It still needs a spearhead, if you will, leading the attack, and I think it will continue as long as the spearhead is there. Should the spearhead be blunted, I have some real fears.

Lou: My question is where are we going to find people who have concern about the community?

Mardelle: I keep asking myself that, why am I a volunteer? Why have I not gone to work? I guess the reason for that is that I'm convinced that the world still needs volunteers and needs them badly, and someone has to do volunteer work. I think that I have a little more optimism about it. I think that Horace's fears are realistic, but I'm not going to say that is the only way out, it isn't.

Horace: I wonder too, what is the definition of community. At one time community was religion, the social order, the clubs, the economics for Chana, Shabbona, or Genoa. Now the economic community may be DeKalb; the recreation area may be Chicago. This is where you go for your entertainment. The social order may be the Shrine which is meeting in Rockford. The community, per se, is so fragmented in terms of what the community is, that in Shabbona, for me it is the church, the little I'm there, and for me that's about it for community.

Mardelle: Part of the reason for being was to build community and to do things for ourselves.

Lydia: I think that is part of learning to do things for yourself. I think that my realization about Chana, which is true for a lot of others, is that like children, who can't hear or see very well compensate,

they adjust. In communities like Chana, the family has learned to compensate for the basic lacks. They've adjusted their budgets so they can spend more money on gasoline to go to Oregon for school affairs. They go to Rochelle for park affairs.

Beth: Since the gas shortage I know that I car pool out for T-ball and swimming lessons. We set up a regular route, and this is just on a private basis, mothers. I think maybe we are going to have to have more activities in Chana so some of those kids can ride their bikes in. Even if we are an organization that promotes car pooling at least there is a sense of community.

Mardelle: I don't think we've said anything that speaks to the understanding that has developed about what community education really is. I think you (Lydia) had been here more than a year before it finally tumbled to me that community education walked along the same paths as the other schools of thought to which I have been exposed. It took me a long time, Lou. I don't think that other people were too much faster than I was about it.

Lydia: One comment was made by an evaluation team member on the fact that everyone she talked with had some grasp of community education, at least as another method of operating in the community.

Mardelle: I would like to speak on developing a life-long learning concept. Five years ago when my husband stood before the graduating seniors of our congregation and talked to them about what their life goals were, there might have been one of a dozen who expected to go on to college. The chances of that one graduating were not too good. This year they have changed their understanding of what education beyond high school is all about. Nearly every youth expected to go on to Kishwaukee College or a university. I think we have played a big part in this.

Lydia: I said to Jan and Judy that I would let them share some things about the college's perspective on the subject.

Jan: From the college's perspective I see that there is quite a bit of professional growth and self-education on our part on what community education is, even though we were in charge of it here. I think that this has made a tremendous impact on me. I think this will do nothing but extend the community education concept. I had the very strong feeling that there was an increased awareness of the citizens in our community on what community education was and their right to ask for and demand assistance from the college in fulfilling that need. Three or four years ago I don't think we would have Marie coming to my office saying "this is what we want over here". This I can see happening in other communities, too. I felt that our expectations may have been too high in developing a solid community council. We would like to have fully operating community councils. One need is to develop a fuller understanding of the communigy education process among our own faculty, administration and board members of the college. I think this is one of our serious concerns.

Mardelle: The end of this month while I'm in Hudson, Wisconsin, Jim (my husband) is going to be presenting to a state-wide group of clergy and delegates involved in a small church project. It's a national movement to strengthen small churches, and his paper is based on the church's involvement in the community. I read it today; it is based on the community education concept, our project, and the things that he has gained and grown with in dealing with you (Project CALL).

Lydia: I would like to throw in something general. I have been thinking about areas that have needed more work. I think that this is a normal course of affairs when you undertake not only a change in three communities, but in a college approach. From what I have observed in other community education programs it's almost impossible to approach all of those things simultaneously. I was torn in all three communities among being a program developer, a trainer, a consultant, a baby-sitter, whatever was needed. Trying to sit back and look at the total picture was very difficult for me. I think that it is an area that needs to be further developed. I think the approach to community projects varies. Sometimes you begin with the grass roots, work with getting the people involved and understanding the concepts, and then maybe they go out and further involve the agencies. In Crystal Lake, for example, they were trying to organize the agencies and then they were going to go after the grass roots level. I think that it is another phase of development. It is very difficult to operate on all of those levels. The HECA project for three local educational institutions to work together includes staff development of faculty into community education. The processes of actually getting them to work with communities, re-orienting them from the classroom into the community areas, this could be a continuation of what we have started.

Jan: Next year we will have two full-time faculty working with us part-time. That is a good beginning. One of the problems we are going to have to overcome is the tendency to be prescriptive. It is easier to go out and tell people what they need without listening to what their needs are.

Horace: Again, I think not only college faculty, but perhaps Senior high people visualize a turf situation. If you want to hold a conference on biology, you wouldn't invite the people from the psychology department or the math department. If you have continuing education people in the college you say, "Hey, I'd like to get this professor to come into chemistry. That's continuing education, that belongs to Susie Smith."

Judy: Jan mentioned a lot of my feelings. I haven't been here a year yet, but I think I learned a lot from Project CALL. When the three women came into Jan's office to demand their art class in Chana, I couldn't believe it. I think that had a lot to say about the Project. I had a lot of formal education in the area and had heard a lot about the ideal

situation which I was told probably would never come to pass. For example, people doing their own needs assessments, going from door to door. These things just don't happen because there is not funding for it. So you just mail it out and get a five percent return. I came here and I saw these things and thought, it is possible. I now have an ideal to work towards. I have told other people about some of the things that you have done. I think Project CALL has shown me how people can share among communities and how they can learn from one another. There has been more of a neighboring feeling towards each other. I think it has helped me and Jan and the college in assessing our own needs for more formal classes. It has helped me get a general feeling for each community because I don't have the time to spend in each community like I would like to.

Lydia: I want to spend a little time with some of the things that I have pulled together as I see them. You have all read the sponsoring agencies' comments and I wanted to pull together a kind of summary on those. From what I read in all of these, I felt that initially their understanding when they came into the Project has made a large difference in their involvement, in that they didn't see themselves as participatory members in the Project, but as moral support. In the Park District's case somewhat financial support. Their initial understanding of their role really laid out what their role was going to be. The Genoa-Kingston School (the board and superintendent) sensed their role as participatory and assigned a board member to be on the community council, to be on the advisory committee, and the superintendent himself felt obligated to serve on the community council.

Jan: When we wrote this proposal, we thought we had some good ideas, but they were very narrow compared to what it has become.

Lydia: There was some concern on the part of the Park Board. I feel that initially the Park Board in Oregon saw the Chana Council, this project, as a way for them to continue to meet needs better in that community, that's o.k. I think they saw the community council as an advisory arm to them and not a living, growing organization that would, in fact, be an independent group. I think that is where some of the concern about overlapping services and this kind of thing came in. I think we had some problems, and one of my major concerns was that we never did get that board and the Chana Council to sit down face to face and talk about it.

Beth: Beth and I discussed this when she came with the evaluation. We talked about the overlap; she was concerned about the fact that we didn't use the Park District more. I explained that if we sponsor a program and two people come, it is a success. If the Park District sponsors a program, they have to have 15 or they can't run it; so, it became easier for us to sponsor some things and serve whoever was there. Part of it was that we had to establish an identity in the community. We didn't want everything co-sponsored. I think we will tie up more and more with them, but at the outset we just could not tie up as much as I think they would have liked us to.

Lou: I want to go over a little background and make some comments. Some of you came to a meeting with the Community College Board and ICED. Our whole thrust was that there were 57 community colleges in this state and this state is one of the stronger ones in the nation. Nothing was really happening in community development as we saw it. One of the things that we had as an objective was to build some kind of community education effort in the community colleges. At least there is some sense of this happening and that really speaks to the fact that we wanted to charter this project with the second point which is disseminating this among the community college network. That was a strong thrust of our funding. That was our desire from the very beginning. The third point I wanted to make is community working. There is no question the three communities have a council and they have at least a one-half time person in charge of coordinating community education programs. That didn't happen or wouldn't have if it had not been for this Project.

Lydia: Some very concrete things came out of the community education/ community college workshop last November. An ICCB person met with George Pintar from the Illinois Office of Education and together they wrote a portion of the federal grant proposal which involved community colleges as major training sites and community organization sites for next year. We have approximately ten community colleges participating in that project, which was funded. That means that Kishwaukee College and nine other colleges, most of whom came to that workshop, agreed to participate in that kind of development effort. There are so many things that you can't label that came out of that workshop because we took a different approach and really talked about meeting people needs rather than talking about units, programs, credits, and course outlines. I feel very good about that.

Lou: So some things really did happen, that pleases me very much.

The meeting closed with a discussion of the Advisory Committee's future role. It was agreed that the three project community areas need one another and the resources each has to offer in continuing this work in community education. The college was asked and agreed to serve as convener of, at least, quarterly meetings for mutual sharing of success, concerns, and ideas for dealing with problems. They also agreed to share their learnings in the project with any other community or group in the future.

Project CALL Goals:

Long Range Goals:

1. to increase communication among community residents.
2. to build stronger bridges over generations.
3. to increase participation in education of all types for all ages.
4. to increase knowledge and use of all available resources both locally and beyond.
5. to improve services to rural areas.
6. to build the sense of community through the above and through increased individual control over decisions affecting one's life.

Short Range Goals/Objectives:

1. to create functioning community councils whose responsibilities center around assessment of needs and helping to meet those needs for all ages.
2. to assist the communities in locating and developing community and agency resources, and using these to meet needs.
3. to assist in developing community support and action in facility sharing.
4. to develop and promote a learning/work/volunteer exchange within the communities.
5. to train volunteers to aid in the development of community education.
6. to develop permanent resource and activity centers in each local area.
7. to provide assistance, based on community request, for each community area to continue with the help of a coordinator for community education, part or full time.

EVALUATION PLAN:

Evaluation of process is a difficult task, especially when the task is greater than can be fully accomplished in two and one-half years. Project CALL has been and is the work of many people and has operated from various perspectives. It is important that this plan and report are representative of all aspects of the work. Therefore, the final report is the plan and the compilation of ideas and analysis from all aspects of project involvement.

The plan was developed by the project advisory committee, representing

the three community councils, and the coordinator with consultation from ICED. The following were the components agreed upon.

Evaluation should be made by:

1. All community council members
2. Each of the five original sponsoring agencies
3. Project Coordinator
4. At least five (5) community persons in each community area, selected by the community councils and interviewed by the outside team.
5. A college representative (Dean of CES)
6. The Advisory Committee (through Councils and other means)
7. The project consultant from ICED
8. An outside team of three persons from the community education field, including one person from a community college.

Evaluation should include:

1. A report of the programs and activities implemented in each community.
2. Analysis of goal achievement, particularly the short range goals.
3. Analysis of the community college's potential in rural community education support and development
4. A report on the impact of the project for the communities, the college, and statewide in community education development. (including spin-offs)
5. A discussion of the outlook for each of the community areas in the future.

These materials would be compiled for distribution to community education centers, ICED and the Mott Foundation, Kishwaukee personnel and the Board of Trustees, and the three communities. In addition, the Advisory Committee and the Coordinator agreed to future sharing of project information with any community seeking assistance in community education development.

SUMMARY: COMMUNITY COUNCIL MEMBER EVALUATIONS

Each community council (3) was provided an evaluation format with specific questions which are attached to this section. Following is a summary of the individual members' responses corresponding to the questions answered.

1. Role of the Community Council as you see it

The most frequent response revealed that the understood role was to determine community needs, locate resources, and plan and implement programs to meet the needs. Some indicated more concern for problem definition and solution, while others for recreational/educational programs as a major role.

Other responses:

a. provide a means of communication and support among community members
b. to be a decision/action resource for the community
c. to set goals to achieve mental, emotional and physical community health

Each person related the feeling that his/her council had tried to fill the appropriate role in the community and had succeeded in varying degrees.

Other comments:

The Chana group made additional comments about problems with working on long range goal setting but felt they had increased the sense of community somewhat. The Genoa-Kingston Council added the importance of constant feedback from community to enable better services. This group also had to deal with an organization-laden community where some 30 clubs exist, making it difficult to bring everyone together.

2. Your understanding of the major goals of Project CALL

a. For each community:

Chana: education, community awareness of project possibilities, recreation, developing use of school as community center, help organize activities and services using local people's talents and services

Shabbona-Rollo-Lee: to give motivation and direction; to help the community learn to use resources; to help develop leadership; to help locate funds

Genoa-Kingston: to develop activities not now being done by other groups and bring college classes to the community; to develop a community organization who would provide needed programs; to have a way to coordinate community activities.

b. Goal for the college and the communities: to develop awareness of the college in the community: to provide ways to use college's resources: to help each local community know what is available at the community college and help them be more comfortable requesting services.

3. Achievement of Goals

Each community reported success with programs and the development of a good liaison between the college and their community. There was agreement that more people in those communities are taking advantage of educational opportunities. There has also been success with the concept of life-long learning and participation in education by all ages. Major concerns centered around the ever-present need for more citizen participation in both the goal setting and implementation processes.

4. Benefits to the total communities

Three responses recurred. It was agreed that all the communities experienced an increase in community pride. More people became aware of community needs and resources. The project helped people work together on programs of benefit to themselves and their communities

Chana: The project provided a variety of recreational programs not provided in recent years and has helped develop people's willingness to approach the new council with other community concerns.

Shabbona-Rollo-Lee: One commented that the school district is now more united than before due to community involvement in school affairs; new leadership has emerged along with increased individual development.

Genoa-Kingston: New programs and leisure activities have opened new opportunities locally. Many more people have been willing to use their talents as seen in nearly 300 persons being involved in some way. The communities seem more aware of needs and see that they can meet some of their own.

5. Benefits to individuals

There were listed several individual benefits: broadened individual knowledge, increased friendship circles, allowed people to discover and use their abilities, increased capacities and number of people taking leadership roles, broadened viewpoints about citizen participation and community change.

For Shabbona-Rollo-Lee there were additional notes: Senior citizens now have hot lunches and transportation; local government has received learnings about funding resources and how to secure them; the community continues to have representation on the college Board of Trustees, more recently, through the member's activity level in community education.

Chana noted that now some individuals have learned to speak out more and to ask for what they want.

6. Greatest Difficulties

All three communities experienced difficulty in recruiting and maintaining council members who would serve in a long-range planning and developmental capacity. It has been very difficult for people to envision and plan for the future. Many people would commit to short-term projects and service but few would work long-term. In the case of Chana where so few live in the village, it seemed difficult to get enough participants. Always a problem were finances, especially locating dollars for personnel. In Genoa-Kingston, a major barrier was competition for "people-power" due to the large number of volunteer clubs and organizations already existing. Another comment was that it is hard to get people away from apathetic attitudes about change.

7. Successes with community education processes

   a. Community Awareness: There is more knowledge of community education concepts though it has taken two and one-half years to develop and still many do not have a clear understanding.

   b. Community Support and Participation: It seems that most people today operate as a community when crisis is present, and these three community areas do also. This resulted in problems since community education did not seem a crisis to most. Many felt that community support is growing, but slowly. Overall, Genoa-Kingston and Shabbona-Rollo-Lee had good participation in the programs offered. Also, the three communities did feel that, for this time, numbers attending were less crucial than meeting some needs.

   c. Cooperation Among Agencies: Chana felt very supported by all the major agencies, particularly the township, school, and park boards. This support came in the form of both dollars invested, promotion of programs, and facility usage.

      In the Shabbona area, it was noted that more joint efforts are now occurring between two churches.

      Genoa-Kingston commented that the Genoa Park Board has been of great help in programming through funding and use of the park. There is still need to find ways to coordinate some of the activities of the many social and civic organizations.

   d. Facility Usage: There was considerable help given through facility sharing. In the Shabbona area, a church agreed to serve as the Community Enrichment Association office and center of operations where many programs were held. In addition, the schools have increased their building sharing, and the local Lions' building and park have been available. Chana has had full use of their one elementary school and has been promised use as a community center. Genoa-Kingston has been able to increase use of the park recreation building which was previously less available for on-going usage.

   e. Development and Use of Resources: All three communities have enjoyed excellent financial resources from local governments through revenue sharing as well as from park boards. Some efforts were made by the Shabbona area to seek funding outside the community, and this council also implemented a very successful fund-raising event in which several hundred local citizens were involved on a volunteer basis. To date no actual directory of local people resources has been compiled, but each community has begun a resource file for this purpose. Many new talents have emerged, however, as resources for teaching and activity supervision on a short-term basis. All councils ageed that this is an area for greater development in the future.

   f. Programs for All Ages: The communities have recorded their program successes in the statistical report further into this report. The general feeling was positive about programs offered. There is still a desire to increase participation.

8. Coordination from the College/Coordinator

Strengths:

a. Development of community awareness of project and community education.
b. Public relations
c. Well prepared - direct and clear communications; innovative, helpful suggestions for organizational development and improvement; dependable in willingness to work on problem-solving and resource development
d. Well informed about communities; good contacts in the communities and with the councils
e. Provided good training opportunities; passive with CEA but effective through personal example and other resources, also self-actualizing local people and councils.
f. Persistent towards goals, encouraging with people
g. Good organization and attention to details

Areas of Difficulty

a. Visibility in all three community areas
b. Maintenance of long-term council membership

9. Relationship to Kishwaukee College as a Support System: Chana recorded an increased community awareness of college resources in addition to classes. They also noted a higher profile than before among local people and felt that people will approach the college more often to make requests for services. Because Project CALL in Shabbona area worked through CEA, CALL visibility and recognition was limited; however, the college still continues to have rapport with the area. It was noted that continuous work is needed to make the community more aware of the college services. Genoa members felt that the Project has increased the rooting process for a greater support role in the future.

10. Future Role of the College for Community Education/Community Development: "We will continue to use Kishwaukee as a resource open to us," was the comment of a Chana member. CEA members felt that, for now, the community's relationship with the college would not change except as affected by CEA's use of college resources. Genoa-Kingston saw a new role for the college, that of working to unify its goals with community goals. They intend to keep communication lines open with the college and continue to use college resources.

11. Future role of the Council in Community Education: Following are the statements of community council members regarding their intentions for the future:

a. Our group will continue to bring different activities to our community.
b. To take continued initiative to achieve goals and enhance participation by people in the future of their community.
c. To impress upon people that they do have a voice in expressing their needs and desires to Kishwaukee College.
d. To work to develop a broader understanding of Kishwaukee's role in community, and make fuller use of it's resources.
e. To use our needs assessment results for the benefit of our community.

f. To work to keep the council together.
g. To keep programming, keep up with community needs, work more on agency and group cooperation, and involve more groups in planning and carrying out programs.

Project CALL ** Guidelines for Council Self-and Project Evaluation

Each community council is asked to evaluate their role and accomplishments in the development of Project CALL. Please meet as a council (board) and using the following guidelines, prepare a written report to be included in the total Project evaluation. Feel free to vary your responses with any additional commentary you feel is necessary to present your views. Be as specific as possible, and include examples where possible.

1. Describe the role of a community council as you see it:

   Has you council served in this role? How so? If no, how is it different?

2. What was your understanding of the major goals of Project CALL?

   a. For your community?
   b. For the total college/community project?

3. Have the above goals been achieved? With what success?

4. How has this Project benefited your community as a whole?

5. How has this Project benefited individuals in your community?

6. What have been the greatest difficulties you met in the development of the Project?

7. What results have you realized in the following community education process:

   a. community awareness
   b. community support and participation
   c. use of facilities
   d. cooperation among agencies
   e. development and use of resources
   f. programs for all ages (participation in life-long learning)

8. How would you evaluate the strengths and improvement needs of the project coordinator's work in these areas:

   a. community awareness and public relations
   b. development and coordination of project
   c. resource development
   d. recruitment and training of volunteers and community persons
   e. assistance in achieving total project and local community goals

   Please comment on any other areas related to technical assistance provided.

9. How do you now view your community's relationship to Kishwaukee College as a support system and major resource for community development? (as compared to 2½ years ago)

10. What do you now view your community's relationship to Kishwaukee College in your community related to community education/community development?

11. What do you, as a council, expect your future role might be in community education in your community?

12. Please prepare a statistical report of the number of programs offered

    a. the year before the project began - to date
    b. number of persons participating in programs offered during the project
    c. number of persons involved in planning and organization of programs
    d. total number of persons who have been involved in the project in some way during the past 2½ years

SUMMARY: SPONSORING AGENCIES' EVALUATIONS

Initial sponsoring agencies for Project CALL:

Chana:
1. Oregon Park District
2. Oregon School District #220

Shabbona Area:
1. Shabbona School District #425
2. Shabbona Library Board

Genoa-Kingston
1. Genoa-Kingston School District #424

Following are the evaluation guidelines to which the sponsoring agencies responded:

1. The role of the school board, how you feel you were involved, the benefits and/or difficulties in working with the project?

2. The expectations of the Board for your communities, were they realized? and if not why not?

3. The value of the Project for the communities and the people.

4. The technical assistance and coordination provided by coordinator--strengths, areas for improvement.

5. The Board's (school district) possible future role in Community Education and Project with the community.

6. What do you feel is the current relationship between the board and the communities to Kishwaukee College as a support system and the resource for community education and community development.

The agencies responded to the guidelines in written form. The responses are summarized below.

1. Role:
All five agencies felt their role was to provide moral support and to share facilities where possible. One agency committed to a financial contribution in the initial agreement.

Involvement:
The agencies felt they had been involved to the extent they had expected. One board did not complete an evaluation because they felt they did not know enough about what was taking place.

Benefits/difficulties:
One agency felt that the project had at times overlapped in programs and not worked as cooperatively to use its services. The agency also felt that other community agencies were not involved as much as anticipated.

One agency felt the project had helped them service more community needs and had helped the local government become more aware of the community service potential.

All the agencies agreed that the project had benefitted their communities; in some situations perhaps not as fully as hoped.

2. Expectations of the agency for its community:
The agencies did not have specific expectations other than seeing programs take place and organization occur.

3. Value of program for communities:
All agencies agreed that their communities had benefited. One agency noted that the original goals stated in the proposal were not met specifically in that community.

4. Technical assistance provided by the college:
Only two agencies responded - commented about the enthusiasm and good publicity skills of the coordinator. They noted the difficulty in a coordinator serving three community areas, thus having less availability in each one. Noted the difficulty in council development.

5. Future role of the agencies in community education:
Three school districts stated their willingness to provide facilities.
One district indicated support "in all ways except monetary."
The park district indicated continuation of support based on community need and request for services.

6. Relationship with Kishwaukee College:
Only one agency responded that the college is "a supportive resource."

SUMMARY AGENCY INVOLVEMENT

1. Initially, all agencies understood their role to be one of moral support and as sponsors with the college to enable receipt of the grant. This has remained their role with some exceptions.

2. One school board became actively involved through official representatives on the community education council, and the superintendent also served on the council. A board member also served on the Project Advisory Committee as the Genoa-Kingston representative.

3. All three school boards have supported the project through facility sharing.
   1. Oregon District signed an agreement with the community education council to allow for management of three unused classrooms, gym and kitchen for community use. As of June 1979, the school officially closes and the school district is working with the Township Board and the community education council to establish the school as a community center.
   2. Genoa-Kingston District has provided meeting and activity space, personnel and services of the school office.
   3. Shabbona District has allowed use of school buildings and grounds for programs.

4. The Park Board provided a representative on the Chana Council for one and one half years. Also, this board provided financial aid for recreational equipment.

5. The library board provided support through use of window space for community education publicity and facilities for some programs.

SUMMARY: OUTSIDE TEAM EVALUATION

The Outside Evaluation Team included:

1. Ms. Linda Hartwig, Community Education Project Coordinator, Chicago State University, Chicago, IL
2. Dr. Keith Gregg, Faculty Member, Department of Curriculum and Instruction, Chicago State University, Chicago, IL
3. Mr. Douglas Picciano, Dean of Community Education, Thornton Community College, South Holland, IL

Project Director, Lydia Gober met with evaluators Douglas Picciano, Linda Hartwig, and Keith Gregg on May 22, at Thornton Community College to discuss the evaluation of Kishwaukee College's Project CALL.

At this time the evaluation team (Hartwig, Picciano and Gregg) determined the method to be used for the evaluation. The method established was to be an adaptation of the States Evaluation Model. In this model the primary evaluative criteria are developed from the objectives of the project being evaluated. Such was the case for Project CALL. It was determined that the interview would be the device for gathering data. A maximum of seven subjects were selected by the Project CALL staff and community councils with the objective of providing a variety of community representatives to be interviewed. Since the Project involved three communities it was determined that each of the three members of the evaluation team would conduct the interviews in one of the three communities. These interviews were to be based on questions derived from the written short range objectives of the Project. It was determined that the team would conduct the interviews on June 13. Upon the acquisition of this data individual team member reports were to be developed plus a general summary of the evaluation team's findings. This document constitutes the latter.

As a result of their efforts, the team would like to report the following strengths and weaknesses of Project CALL as they saw them based on data collected and observations of the team. It would be noted that these insights are limited by the team's short time spent with the Project and should be viewed accordingly.

Strengths

1. There are, in place, community programs which are a direct result of the Project.

2. There is evidence of some commitment to community education concepts.

3. There exists in the communities a solid, basic understanding of Community Education.

4. All communities recognized and applauded the leadership eminating from Kishwaukee college, particularly in the person of the Project Director.

5. A number of those community people involved in the project were leaders in the community.

6. There was evidence of the development of leadership and organizing skills.

7. There was evidence that the Project had made a difference for the better for some individuals and some groups.

8. There was evidence of some interagency cooperation which came from the work of the Project.

9. There was evidence of a strengthened sense of community in all three communities.

Areas for Improvement

1. There was evidence of quite a bit of fluctuation in citizen involvement on the community councils, and their organization suffered.

2. Speed of movement toward some of the goals might be improved.

3. Relationship between short and long range objectives not entirely clear.

4. Plan for dissemination of findings from the Project needs to be developed.

Overall the evaluation team took the position that, in the main, the Project was on track relative to its objectives. Perhaps more importantly it was serving to truly develop community education programs and a understanding thereof in the several communities.

Submitted by Dr. Keith Gregg

OUTSIDE TEAM EVALUATION: INDIVIDUAL COMMUNITIES

Genoa-Kingston - Keith Gregg

Goal 1 Functioning community council

It would appear that in Genoa-Kingston the Community Council is very much alive and a major function to date has been an assessment of community needs. Development of the Council's own delivery system is still in the formative stages.

Goal 2 Determine resources and make results known

Although no specific effort by the Council at resource identification was cited, all interviewees were aware of a number of community resources, their attitudes and financial capabilities. The Park District and Senior Citizens Council were cited most often.

Goal 3 Shared facilities

Although no one laid the genesis at the Community Council's doorstep, several interviewees saw a greater sharing of facilities developing within the community. Nearly everyone cited certain sharing between the School District and the Park District which has been going on for some time. Several cited a developing spirit of cooperation within the community, and pointed to sharing between such organizations as library and the fire department as an example.

Goal 4 Assist agencies in programming

No interviewee was able to describe the role of Community Council in assisting other agencies in developing programs.

Goal 5 Develop a learning/work/volunteer exchange

Two agencies (schools & disaster corps) make use of volunteers in some formalized manner but this development has apparently taken place within those agencies

Goal 6 Train volunteers to participate in Community Education

Only one interviewee responded in any positive fashion. He believed that training was taking place in several community agencies. He cited schools, churches, disaster corps, fire dept., baseball leagues and others.

Goal 7 Drop in center at local agencies for providing service information

Nothing new, as result of work of Community Council was cited, although several agencies already have such service in place, according to the interviewees.

Goal 8 Year-round programs available for all.

There was general agreement among interviewees that the work of the Community Council had definitely had an effect in the area of programming. More programs were available as a direct result of the work of the Community Council and the Community Education Program.

Goal 9 Salaried coordinator at work

Such is the case in Genoa-Kingston as long as it can be supported by CETA funds o.k. - but no local funds available, at this time for such a position.

In summary it would appear that the Community Council in Genoa-Kingston is active and has achieved worthwhile results. It is noted, however, that they did not give attention to certain objectives. It would appear that they concentrated on those objectives which gained greater priority as the year progressed. Such process orientation is very much in the spirit of community education.

Chana - Linda Hartwig

During the evaluation visit to Chana eight people were interviewed regarding: Project Call. These eight people represented different populations that were involved or affected by Project Call. The interviews each lasted approximately thirty minutes and the same questions were asked of each person. The following is my overall impression of their responses to each area.

Council Involvement

Every person interviewed had some type of involvement with the community council either giving input to it or serving as a member. Their greatest concern was the need to have more people involved on a long term basis. Many people have been committed for a short term project or program but few have been willing to commit themselves for a year's time. The council also needs to have a clearer definition of its role and function. As one person said, "the council's direction and effectiveness has been like a roller coaster." This has been partially due to the changing of members. The council members realize they need to get more people involved to survive. My recommendation in this area is for council members to involve many people on a short term basis. New council members willing to make a longer commitment may use from this group.

Resources & Joint Facility Use

The people I interviewed saw the school as the major resource in town. Many people originally got involved with Project Call to keep Chana School open. The present School Board and Superintendent are committed to the CE concept and to keeping the school open and available to the community. The general feeling of the interviewees was the Park District could play a larger role in programming and general involvement. Some felt the Park District was

holding back and others felt the Park District was overlooked and not invited enough. Because of Chana's size there are not many other agencies and organizations; those that do exist cooperated in program offerings and joint use of school facilities. My recommendation here is that the council needs to be aware of what resources (other than buildings) are available and use them before doing their own programming. Again this comes back to the council being clear on its role and function.

Programs & All Ages Served

Many programs were offered and programs were offered to all age groups from pre-schoolers to senior citizens. Program suggestions from the people interviewed included: More programs for teens, programs for older adults (e.g. card games, bingo, dances) to get them used to the idea of going to Chana for a good time, and programs or projects to get people involved so they'll find out what Call is all about.

Information

The traditional means of finding out what's going on are also evident in Chana. These include local newspaper, school flyers, church bulletins, Chana Post Office bulletin board, Call Newsletter and of course, word of mouth. The people felt most community residents are aware of Project Call. Some questioned whether the community really knew what Call is about or if people just recognized the name.

Volunteer/learning Exchange

No one knew of the development of a learning/work/volunteer exchange.

Training

Community Education members did participate in some training workshops and felt they were worthwhile. Additional training was suggested in organization skills and fund raising.

Coordinator

The township board has given $1500.00 of revenue sharing money for the council to hire a part time coordinator. The council hopes to have someone hired by July 1. The role of the coordinator will be one of a link, an organizer to bring others in the provide programs but not a programmer him/herself. Public relations was mentioned as an important job function to keep the community aware of what's happening.

Overall

Chana people seem to understand the community education concept and they like the idea. They can see individuals changing and growing; a sense of community is beginning to happen. Acceptance of new ideas happens slowly in a small town. As one person commented, "If we can just hang on for ten years we've got it made." In three years Project Call has had a positive impact on Chana and the potential to do more, in time, is evident. A sound foundation has been laid.

Shabbona-Rollo-Lee: Douglas Picciano

The evaluation of Project CALL in relation to the attainment of the project's short-range goals in Shabbona is:

Goal 1 To create functioning community councils to assess community needs and begin to develop their own delivery system.

Results The Community Enrichment Association (CEA) was already established, so Project CALL used this group as the community council. The achievements of the project in this area are significant. The CEA did assess community needs and develop a plan to meet those needs. Programs and services offered as a result of the councils efforts were well recognized by town residents. Council members believe that Project CALL helped them to improve their leadership, organizational and communications skills.

Goal 2 To ascertain community educational resources, attitudes, and financing capability of organizations available to serve the area needs and make this information available to the general public.

Results A door-to-door needs assessment survey was conducted in Shabbona which helped to ascertain community educational resources and attitudes. Other organizations are helping to finance community education activities presently (village board) and it seems as though most funding resources have been explored in order to continue the project.

Goal 3 To engage strong community support in terms of facility sharing.

Results Interviews with community residents reflected mixed attitudes towards facility sharing. Those closely associated with the project are strong supporters of facility sharing. But if the goal was to "engage strong community support"... it was not achieved with those who were indirectly involved with the project (school board, Lions Club, Village of Lee town board).

Goal 4 To assist local agencies in program planning and administration

Results The efforts of the Project CALL coordinator are noteworthy in the pursuit of this goal. The contacting and organization of relative agencies to assist in attacking a youth drug problem at the high school is this significant achievement. The examples of leadership and initiative that the project coordinator showed had positive impact on the council members. Assisting local agencies in program planning and administration was done indirectly through the project's use of them to meet community identified needs.

Goal 5 Develop and promote a comprehensive learning/work/volunteer exchange within the communities.

Results One response to this goal was a pre-school program that was offered with the assistance of mothers who volunteered. Another resident mentioned a learning exchange that was attempted, but was not successful.

Goal 6 To train volunteers to aid in the conduct of community education.

Results The entire enrichment program was conducted on a voluntary basis as was the senior lunch program and many other community education activities in Shabbona. Although the CEA had a coordinator who was paid, all of the community help was voluntary.

Goal 7 To develop drop-in centers in each local agency, where community members could receive information and assistance about community education and services for other needs.

Results Mention was made of a site in a local junior high or elementary school where GED classes were held. An agency coordinator in DeKalb lauded Kishwaukee College for the consistently fine services offered, but could not distinguish between those of Project CALL and those normally offered. School buildings and churches were used on an extended basis as a result of Project CALL.

Goal 8 To develop and implement programs for all ages year-round.

Results Pre-school programs, adult education and enrichment classes, and senior citizens programs were developed and implemented by the CEA. The project did attempt to address the needs of all age groups within the Shabbona community.

A pre-school program was offered in Shabbona but the interviewer does not know how extensive the program was. The attainment of this goal in relation to programs for senior citizens is one of the outstanding achievements for Shabbona. The lunch program and enrichment classes were mentioned several times as important outcomes of Project CALL. The project definitely impacted and addressed the needs of senior citizens. Several people mentioned particular individuals who directly benefited as a result of the project.

Goal 9 To provide means by which each community will have an employee to continue program.

Results The Community Enrichment Association is currently exploring ways to insure the continuance of what Project CALL has begun. There are no definite commitments from any funding body, and the CEA has been told by the village or township board that money might not be available next year. The possibilities for continuing to fund a coordinator of CEA was 50-50 at best at the time of the evaluation.

In summary, Project CALL and its constituency base in Shabbona (the CEA) did an outstanding job. The results of community surveying and organizing were realized in many programmatic outcomes.

The "self-actualization" of CEA members, programs for seniors, enrichment programs for the community, and attempts at inter-agency collaboration are the noteworthy achievements of Project CALL in Shabbona.

Project coordinator, Lydia Gober, was singled out many times as the driving force or leader in helping others to help themselves. The CEA has mentioned by almost everyone as having made a difference in improving the quality of life in the Shabbona community.

Project CALL has given the Shabbona community "leg up," so to speak, in developing a sense of community, a sense of local control over educational needs, and a concern for all members of the community.

STATEMENT OF DEAN OF COMMUNITY EDUCATION AND SERVICES
KISHWAUKEE COLLEGE

This project has had a very positive impact upon Kishwaukee College and the people of the college district as well as expanding the community education concept on a state-wide level and even national level. The community college-community education concept has been in a state of growth and definition during the time period of the grant and I feel that this grant will have a long-range significance on a much wider basis than originally anticipated in the development of community college missions.

Benefits of the grant to the Kishwaukee College community include:

* the professional growth of the community education staff and other faculty and administrators. Project CALL processes and staff development immeasurably widened the horizons of current staff members in the areas of community development and inter-institutional cooperation, and this professional growth will have a major effect on the professional work of the staff for many years to come in many different jobs. Although the original grant proposal was thought to break new ground, in retrospect, it seems to have been only a beginning.

* the impetus for the establishment of a director of community services with with major responsibilities in the area of community development, following the ending of the formal grant period.

* the involvement of several full-time faculty members in community service and some understanding of the community education process through assisting with some problem-solving in the three Project CALL communities.

* the development of expectations on community education and development assistance from the college by persons in the college's service area. This concept of community education and lifelong learning was one of the purposes of the project and yet could easily have been unattainable in a short two and one-half year period. This has been evidenced by a greater number of community development requests for assistance from the Project communities.

Benefits of the grant to the broader community include:

* the new awareness of the community education cooperative process, as

a result of the project dissemination program, which brought new groups together at the state and regional areas including the Illinois Office of Education and the Illinois Community College Board, two major agencies involved in future lifelong learning programs. In addition several community colleges have shown new involvement in this area as the result of Project newsletters and conference. One neighboring community college created a new position in this area as a direct result of Project CALL.

* leadership at the state level by project personnel in developing new networks and organizations in community education including the Illinois Community Education Association and the IOE-community college consortium on the federal grant dissemination plans.

* leadership at the local level in bringing together cooperative networks including representatives of the University of Illinois and Northern Illinois University in addition to some local organizations.

Shortcommings of the project include:

* the relatively short time period may harm the long-range development of the community councils and the process in the community as well as on the college campus. In the smaller, rural community a time of skepticism is usually turned toward "new ideas" and that time may be closer to five years than to two and one-half years. It has been seen on the college campus that as the two and one-half years drew to a close, faculty members were just starting to become interested.

There is no question that the project has permanently and positively affected the process of the college's service to its rural community.

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